Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319

Request for Iowa Four-Year College/University Performance Assessment System Funds

College/University name: ___Morningside College
Program Contact Person:
      Name _Joan C. Nielsen
      Title __Assistant Professor, Education
      Address 1501 Morningside Ave.
           Sioux City, IA

      Telephone: _712-274-5377Fax: 712-274-5470_____
      E-Mail nielsen@morningside.edu

Business Office Contact Person:
      Name: ___Paul Treft_____
      Title: ___Associate VP Business/Controller, Business Office_____
      Address: __1501 Morningside Ave., Sioux City, IA 51106_____
      Telephone:__712-274-5221___Fax:___1-712-274-5101_____
      E-mail:_treft@morningside.edu_____

Statement of Assurances

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:
1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

Certification by Authorized or Institutional Official:
The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Dr. Bill Deeds   Vice President for Academic Affairs & Dean
Typed or Printed Name of Authorized Official   Title

_____   _____
Signature of Authorized Official   Date

Process for Procuring Grant Funds:

1. Submit Grant Request Package; Postmarked by May 1, 2008
  Grant Request Package Contents:
- Request for Performance Assessment System Funds Cover Page
- Action Plan
- Budget

2. Grant requests will be reviewed by the Assessment Committee, the Leadership Team, and the Iowa Department of Education.

3. Institution will be notified of a grant award by May 21, 2008

4. Contracts for awardees will be developed by the Iowa Department of Education upon notification to the IHE of the award.

5. It will take 30 days after the award notification for a contract to be executed and fully approved. This would be as per a June 1 notification.

6. Payments cannot be released until a contract is fully approved with all signatures.

7. Institutions should not incur costs before a contract is approved and plan accordingly.

8. To acquire each payment, an IHE must submit an invoice or letter with an original signature requesting funds. This is necessary for the release of each payment – fifty percent, forty percent, and final ten percent.

9. An Interim report must be submitted with an invoice by January 15, 2009. NOTE: an awardee will not receive the forty percent payment unless the Interim Report budget indicates that the first fifty percent has been spent.

10. A Final report must be submitted with an invoice by December 15, 2009

11. A report form or template is attached with this RFP. Please use it for the Interim and Final Reports. The form includes a narrative and budget.

The grant application and interim and final reports must be submitted electronically in addition to hard copy.

Criteria for Performance Assessment System Awards:

Grant funds are available for use by recipients for purposes including but not limited to faculty development and training, design or modification of performance tasks, procedures for assuring reliability and validity of assessments, database software or hardware to facilitate data management and reporting, and technical services including programming support.

Funds may be used for expenses such as: faculty release time, personnel for clerical work, travel, lodging and meals, consultants, hardware, and materials including software. Four year colleges or universities that receive significant numbers of transfer students from community colleges are encouraged to include funding for providing feedback to two-year institutions on the performance of their graduates.

I. Context

Describe current program including number of teaching candidates graduated per year and number of full-time and part-time faculty teaching education courses. Indicate any unique features of the program that will help reviewers better understand your assessment needs. If you received a previous assessment system award, attach a copy of your final report or summarize results of your first year of work.

Morningside College is a private four-year college with a graduate program in education located in Sioux City, Iowa. The current enrollment is over 1,700 students, both graduate and undergraduate. Enrollment reports previous to the last couple of years centered at the 1,000 student mark. These students represent 20 states and 7 foreign countries. Morningside is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Iowa Department of Education, and the University Senate of the United Methodist Church.

The Morningside College Education Department offers programs leading to professional teaching credentials in elementary education, special education, and secondary education subject areas such as English, science, math, history, art, and music. A number of these areas are shortage areas. In the summer of 2007, Morningside received a Department of Education grant to fund an English as a Second Language program in partnership with the Northwest Area Education Agency and Kansas State University.

Morningside's Education Department consists of an Interim Chair, one Professor who directs the Graduate Program, two Associate Professors, three Assistant Professors, and One Visiting Assistant Professor. The Department relies on the services of five adjunct professors and professors in the Music Department and secondary content areas. Additional adjunct professors are employed by the Graduate Program.

Department members have relied upon the skills of the Dean for Institutional Effectiveness. A part of his responsibilities is to serve as a resource to academic departments and to assist them with the development, implementation, and analysis of their student learning assessment systems. He remains committed to the success of the Education Department's iWebfolio, and TracDat assessment systems and believes that the Department will serve as a model to other departments on campus.

During the past years, the Education Department has been undergoing growth and change in the following areas:

- *Following the retirement of the Education Department Chair in the summer of 2005, Interim Chairs have held the vacant position. Two different Interim Chairs presided over the Department for the past three years. Three national searches were conducted, and a new Department Chair has recently been named.*

- *Extra sections of classes have been added to allow classes to be held both semesters rather than one semester a year.*
- *Total student teaching numbers for the fall (which used to be 8 or 9) have doubled to 19 in the fall of 2007 and 16 for the fall of 2008. Annual numbers which fell around the 40 mark in the past now are more than 50.*
- *Previous Performance Assessment Awards have allowed the department to change from inward to outward focus. Also, change now results from data gathered. The Education Department of Morningside College has been more able to collaborate and to focus upon change centered on data.*

A copy of the final report of the first year assessment work for the Grant Performance Assessment System is attached to this application, along with the mid report for the Performance Assessment Grant which will be completed by September 1. The final report for the current Performance Assessment Grant is due on September 1, so the timeline in this grant begins with the September 1 time period and extends to December 15 of 2009.

II. Project Narrative (1-2 pages describing how you will use the funds) A synopsis of the project narrative will be reflected in the Action Plan. Be sure that what you request in the new award is distinct from what was requested in any earlier TQE award. Your timeline for grant activity should not extend beyond December 15, 2009.

The Performance Assessment System Grants awarded to Morningside College have been used to put a system of checks and balances into place. Along with regular departmental funding, the TQ Performance Assessment funds have been used to put an electronic portfolio system into place using iWebfolio and to implement the TracDat system which records data and systematic information from iWebfolio and the department assessment plan. The implementation of the iWebfolio and TracDat has been successful, but two items are necessary for continued success. The new Department Chair would benefit from TracDat training (provided in the first grant for all department members). The number of Flip cams for videoclips does not meet the current demand. When student teachers and methods students are using the cameras, the waiting list is long. Also, secondary methods teachers from other departments are asking for training on iWebfolio, and iWebfolio access cards so that Secondary program students can be using them earlier in the program. The math, science, music, history, English, and art departments are interested in exploring the utilization of the portfolios and system, and the Education Department will provide support.

The Morningside Performance Assessment System used data from previous assessments to determine program effectiveness. This resulted in the movement of EDUC 102 Classroom Management from a first year course to EDUC 405, a senior level course. The course articulation is being studied and updated in light of this change. The Education Department of Morningside College requests funds for food during the assessment meetings designed specifically for the continuation of assessment and course articulation work and the re-evaluation of the Morningside College Teacher Education conceptual framework. It is essential that the six department members added since the framework was written have input and ownership on any changes made. This also gives the new Education Department Chair an opportunity to 'learn the ropes'. In light of changes made since the framework was developed and the work the department is undergoing with the study of dispositions, review and possible revision of the conceptual framework is timely.

One of the difficulties with the previous system has been the lack of time and personnel with the time to analyze, organize, and prioritize assessment data collected. A Practicum Placement Coordinator has just been hired to allow for better tracking of practicum placements and data, more efficient placements for students with multiple practicums, and the opportunity for better communication with practicum teachers.

Because this position is part time, this grant is requesting funds to pay for that person to devote some time each week to data gathering and analysis. The data in this category is data about program review. Analysis of this data will allow for more information about the performance of the department as a whole. This information will then be analyzed for gaps in information gathered and data about program performance.

The previous grant provided staff development for department members to attend the January Assessment Workshops in Des Moines. Networking opportunities there were implemented into changes in the writing prompt for Checkpoint #1. This prompt now successfully implements a self-analysis of dispositions and connects to the work presented by the University of Iowa. Morningside College is also interested in learning more about the unit templates at the University of Northern Iowa. Opportunities for conferences and networking have been instrumental in providing the Education Department an opportunity to share resources, to learn from others (Dr. Katharine Cummings from Western Michigan University, a TracDat and iWebfolio expert), and to reach out to other educators.

The work with the written prompt and work to rewrite the Checklist of Professional Behaviors have led Department members to conclude that dispositions are instrumental in Teacher Preparation Programs. Members also realize that they have much more to learn about the topic. In the past, much of the Morningside Teacher Preparation program work has been focused on knowledge and skills. Department members who planned and assisted in writing this grant recently reviewed "Making Professional Conduct in Education More Intelligent: Using Knowledge and Skills to Enhance Moral Sensibilities (Dispositions)", the concept paper prepared for the AACTE Annual Meeting in New Orleans, Louisiana. Many issues related to assessment and practical placements of assessments of dispositions in the Morningside Teacher Preparation Program have had beginnings, but have not been the subject of focused study. As the Department members review the conceptual framework, the study of dispositions will be reflected in the review. Faculty members need to debate the incorporation of dispositions such as 'social justice' and the moral dimensions of teaching and learning into professional training and assessment. "If our aim is to elevate practice, constructs such as *beliefs* and *attitudes* are insufficient to appraise the teaching capability of a candidate or teacher" (Bennings, Diez, Dottin, Feiman-Nemser, Murrell, & Sockett, 2008).

Department members are requesting funding to attend the Seventh Annual Symposium on Teacher Dispositions on November 19-21 in Erlanger, Kentucky. This opportunity will allow for more networking and for further work on the assessment of dispositions for teaching. Attendance at both the Pre-Conference Dispositions Training on November 19 and the symposium sessions on November 20-21 will allow for maximum learning and planning time. Conference attendees will then bring the information back to the department and share. Money is requested for two conference attendees, as that will maximize the amount of information and allow for more gathering and sharing of information. Conference attendance by more than one person also builds community in a department that has undergone much change in personnel. This joint inquiry will journey into the most promising ways to define, to develop, and to assess dispositions that are manifest in what teachers do.

Money is also requested for mileage, lodging, and meals to attend the state conference in October which is a Summit on Diverse Learners set for October 28 and 29 in Ames. Like the conference attended by the Department in January, this will give faculty an opportunity to focus on issues of diversity in instruction and assessment and to formulate a further plan of action as a result of the conference.

Data indicates that elementary candidates are being very successful in passing Praxis II. However, the data from Checkpoint #1 has been disappointing. Each fall, the department reviews the established minimum scores. During these reviews, the department has reaffirmed that scores must remain where they are. Yet increasing numbers of students are not taking, and not passing the tests. These students are unable to progress in their studies. Some take other classes until they pass the exams. Others change their

majors or drop out. Two years ago, the department added access to Plato software to the Foundations of Education course in the hope that students would take the exams earlier in their careers and be confident in their abilities to pass them. However, the number of students not taking the exam until after Checkpoint 1 has risen, rather than declined. In January of 2007, 28 students were admitted and 7 denied. In January of 2008, 20 students were admitted and 11 denied due to Praxis I. The same holds true for spring admits. In May of 2006, 6 were admitted and 16 denied. In May of 2007, 5 were admitted and 17 denied due to not passing Praxis I. In May of 2008, 5 students were admitted and 20 denied. Clearly a different plan of action is required.

Analysis of current cut scores established by the Morningside Education Department is conducted each year in August as the scores of other Iowa colleges and universities are compared. Discussion is beginning to emerge as scores are analyzed. Three members of the department have discussed the possibility of the difference that could be made in student admittance due to the establishment of a total score and minimum scores for Praxis I. The topic will be addressed in August at beginning of the year meetings.

Another gap has been identified in the process used to assist students in signing up for testing. Students are expected to set aside time on their own to find phone numbers, to study, and to make connections with the testing center. Students find the ETS website less than user friendly and often do not complete the process. The department proposes the addition of a trial 0-credit course for three semesters. The course will be taught by a Morningside professor who will assist students in test preparation. Students may sign up for this course voluntarily or at the suggestion of professors. The professor who teaches this course will work closely with professors who teach the EDUC 300: Instructional Design and Assessment (checkpoint #1-Admission to Teacher Preparation Program) course. Analysis of PPST passing data will continue throughout the three semesters of the course. If the data indicates progress, then the administration has expressed support of the addition of a 1-hour credit class to the curriculum, thus resulting in a self-sustaining support course. Two education professors have already expressed interest in teaching this course for the fall semester.

A database for identifying students who transfer from 2-year institutions has been established. Communication has begun between Western Iowa Tech and Morningside College pertaining to student achievement. One of the difficulties has been with transfer students who do not take the Praxis I. Communication of progress in this area will also be continued, as will procedures for transfer students to have their testing completed before transferring.

This grant allows the Morningside College Department of Education to analyze gaps, to continue to grow through data analysis, and to complete the circle of program analysis through the delivery of a renewed and sustaining program which coordinates the effective delivery of knowledge, skills, and dispositions.

III. Action Plan –

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
Utilize data from previous assessments to determine program effectiveness.	**1. Continue to organize assessment data through coordination of practicum and course/program feedback.**	**1. Set up schedule and format.** **2.Link data to TracDat.** **3. Look at program evaluations to**	**Dept. Chair and Practicum Coordinator.**	**September 08-December 09**	**$322.95**

		determine gaps and effectiveness.			
	2. Purchase 5 more cameras for student videoclips.	Purchase cameras and cases. Label and catalog	Grant director and administrative assistant	September 08	$550.00
	3. Train other departments in iWebfolio	1. Purchase cards for access. 2. Set up training.	Grant director Department chair and secondary education professors	First session fall of 08 Second session spring of 09 Followup session fall of 09	$150.00
Provide ongoing staff development opportunities to support assessment and information from assessment.	1. Dept. Chair trained in iWebfolio and TracDat. 2. Continue to analyze course articulations and begin review of conceptual framework.	1. Schedule training. 2. Complete training. 1. Set up retreat times. 2. Continue in department meetings.	Dept. Chair/Grant Director Dept. Chair	Fall 08 September 08- December 09	$4,000 $200
	3. Share AACTE document with entire dept.	1. Share dispositions document and discuss at Dept. meeting. Implement dispositions discussion in conceptual framework review/revision.	Dept. Chair and all Dept. members.	Fall 08 and continuing throughout academic year.	
	4. Two faculty members attend Pre-Conference Dispositions	1. Schedule conferences and transportation when	Conference attendees	September 08	$650 air fare $150 meals $450 lodging

	Training and 7th Annual Symposium on Teacher Dispositions. 4. Symposium attendees share information with Dept. and plan for implementation. 5. Attend Summit for Diverse Learners in Ames	registration opens. Secure air fare as soon as possible to minimize costs. 2. Add to Dept. meeting agenda. 1. Register 2. Attend 3. Write action plan 4. Share/implement	All department members. Dept. members	November 08 Remainder of academic year. October and remainder of year.	$275 registration fee $200 pre-conference fee= $1725 for 2 participants $350 Mileage $800 Lodging (4 participants @ 2 nights each @ $100 per night) $200 Meals
Continue to analyze information about transfer students from 2-year institutions and work cooperatively to share the information.	1. Meet with WIT representative to set targets and need for goals. 2. Share Praxis I and success data. 3. Analyze results and needs.	1. Establish schedule for regular communication. 2. Share workshop information. And follow procedures below:	Dept. Chair and Transfer Coordinator Dept. Chair	Sept. 08 through May 09	No fees requested.
Scrutinize Praxis I testing information to determine if passing rates are increasing.	1. Make arrangements for fall and spring workshops. 2. Analyze fall and spring Checkpoint 1 data.	1. Schedule workshop. 2. Make room arrangements. 3. Take registrations. 4. Arrange for Materials. 1. Compare data with earlier data.	Dept. Chair All Dept. members	Fall 08-Spring 09 Jan. 09/May 09/December 09	$1,000 costs for reimbursement of Morningside professor x 3 for three semesters (3@$1,000=$3,000) $1,500 for student materials (20x $25 for each student book each semester for a total of 3 semesters).

IV. Sustainability Plan. Write a clear succinct plan (1 to 3 pages max) for how the work will continue to fully meet the requirements of Chapter 79 for assessment systems. Describe how your institution plans to

sustain the performance assessment system when TQE grant support is no longer available. Some considerations you may want to address include plans to finance sustainability and the capacity you have to sustain the work you have completed.

The work in this plan will continue to fully meet the requirements of Chapter 79 for assessment systems because it meets the following criteria:

a. The system for teacher candidates is an integral part of Morningside's planning and evaluation system.

b. Performance of personnel candidates is measured against INTASC standards (Morningside and state standards) and aligned with the Iowa Teaching Standards. The capstone course is being updated to also align with the National Board of Professional Teaching Standards.

c. Multiple criteria and assessments are used for admission at both graduate and undergraduate levels. Criteria for admission to the undergraduate teacher preparation program involves Praxis I scores of 173 for writing and math and 174 for reading, along with a minimum 2.5 cumulative grade point average and passing scores for a writing sample and interview. Graduate admission requires a 3.0 grade point average and a passing score in a writing sample. This plan allows for critical analysis of the Praxis I testing and support for the candidates. Currently, candidates (particularly secondary candidates) are slipping away because of not taking or not passing the PPST requirements. This plan seeks to close those gaps through a system that has sustainability.

d. The teacher candidate program includes the admission of the Praxis I basic skills test (scores listed above) with program admission denied to applicants failing to achieve the designated criterion scores. Again, the sustainability of the program lies in the support that this plan provides for Praxis I basic skills tests on a trial basis in the grant and through a commitment on the part of the college if the plan shows success.

e. Information on performance of teacher and other professional school personnel candidates are drawn from multiple assessments including, but not limited to, content knowledge, professional knowledge and application, pedagogical knowledge and application; teaching and student learning as candidates work in school settings, and follow-up studies of graduates and employers. The information gained from these categories is compiled in individual student iWebfolios. The students pay the cost of the subscription as a textbook fee for the course, so the procedure is sustainable. Follow-up studies of graduates and employers are gathered, and this grant allows for time and a timetable for the compilation of this information through time added to the practicum coordinator position. Information is also gained from the analysis of IDESTE. Plans for this to continue after the completion of this program will be taken over by the department. The Morningside Dean for Institutional Effectiveness assists with the follow-up studies of graduates and employers.
This plan allows for analysis of materials and closing of gaps in the system. It also allows for renewal and ownership of the current framework.

f. Design and implementation of the assessment system includes all members of the education department as they assist with interviews, portfolio checkpoint interviews, and evaluation of writing proficiencies. Department meeting attendance, the January assessment conference (represented by 5 Morningside department members), and assessment retreats involved faculty members. The action plan for this grant shows that the assessment system has departmental ownership that is reaching out to other departments on campus. These departments are crucial for the sustainability of all teacher education participants, especially on the secondary level.

g. The Morningside College assessment system:
    a. Through iWebfolio and TracDat provides descriptions of involvement in the system development. Some members of the department have used iWebfolio for their own portfolio development. The TracDat system allows for tracking department member usage of iWebfolio and allows for documentation of data collection. The system will be maintained through departmental and college resources at the conclusion of the grant period. This grant provides for the training of all members.

b. TracDat maintains alignment of the Morningside curriculum standards and requirements, along with INTASC and Iowa Teaching Standard alignment. These are aligned with the requirements for individual courses.

c. The iWebfolio format provides evidence that standards are shared with teacher candidates, utilizes a range of formative and summative assessments throughout the program, and provides the candidate with ongoing written feedback at checkpoints 1, 2, and 3. Checkpoint 1 involves preentry understandings, skills and dispositions assessed through Checklists of Professional Behavior, the beginning of the iWebfolio process, practicum evaluations, and the interview process, as well as Praxis I scores and grade point averages. Checkpoint 2 involves meeting 7/10 INTASC standards, posting of practicum evaluations, lesson plans and units, reflection on all iWebfolio artifacts, interview scores of dispositions, and the Morningside written proficiency. Checkpoint 3 requires the completion of 10/10 of the INTASC standards, posting of student teaching evaluations and weekly reports, and reflection on all iWebfolio artifacts. Students must show evidence of student achievement during the time of their student teaching assignment. The completion of the iWebfolio also meets the Morningside College Technology Across the Curriculum requirement.

d. Multiple summative decision points include gathering information from the Checklists of Professional Behavior in the introductory courses, information indicating successful completion of practicum assignments in EDUC 300 and all other courses requiring practicum experiences, the checkpoint interviews, three formative assessments during student teaching, and the summative student teaching assessment. Beginning performance on the job is monitored through information sent out to building principals where beginning teachers are employed. This grant supports checkpoint #1 admission and the program quality summative information.

e. Content knowledge is assessed through multiple measures. Students post content knowledge artifacts in their iWebfolios and reflect upon their value. Content tests are given in courses in the secondary major field, required courses for elementary majors in math, geography, the humanities, writing and reading, psychology, biology, and physical science. Students are required to write an essay for checkpoint #2 addressing their growth in content knowledge, and multiple artifacts and essays are required for the Classroom Management course which is being modified to be used as the course for the written proficiency requirement. Elementary content knowledge is also assessed through the Praxis II tests.

f. The iWebfolio allows for the assessment of professional and pedagogical knowledge through multiple measures. Units, case studies, videoclips (required for both checkpoint 2 and 3) and reflections of the videoclips, assessment of student learning, assessing feedback, and communicating with parents and community are all posted as artifacts.

g. Student learning achievement is also reported through multiple measures in the portfolios. Students post graphs of student learning over time, student work samples, lesson plans with modifications and accommodations, feedback from teachers and administrators, and analysis of student scores. Rubrics or criteria for determining levels of benchmarks are required for unit writing and for EDUC 300, EDUC 321, EDUC 316, EDUC 315 and other courses. Units are required for EDUC 307, EDUC 316, EDUC 321, Elementary Art Methods, and the secondary content methods courses. This grant allows for secondary content departments to collaborate on student learning achievement which will continue beyond the grant period with departments supporting their own costs.

h. The information gained through the assessment system is used to demonstrate credibility of both the overall system and the iWebfolio/ TracDat system. The collective presentation of assessment data related to teacher performance is utilized for continuous program improvement of the Education Department at Morningside College. The opportunities given throughout the grant program have allowed a system to be built and a plan for sustainability of the system that can be maintained through students and the department. In the future, costs are sustained by the departments and through the institution assessment budget.

Students maintain their own iWebfolio accounts which are more affordable than the costs of a textbook.

i. The IDESTE model is still being used to gather information about the department from teachers who work directly with the Morningside candidates. This information and the feedback from follow-up studies of teacher candidates will be reported to the department at the first department meeting every August and used for continuous program improvement. The department uses the information to refine and revise the framework and goals, content, and delivery strategies. With the addition of a new Department Chair in August of 2008, the conceptual framework will undergo review. It was written during a time when only two of the current faculty members were present. A thorough review with a new chair will ensure stakeholder ownership.

j. The assessment system is managed by the Dean of Institutional Effectiveness, the Department Chair, and Grant Contact Person. They input information into the TracDat format. They are assisted in information gathering by the Education Administrative Assistant and the Practicum Placement Coordinator. All department members have access to the iWebfolio system and assist in reviews.

k. Goals are set in the fall of every year and reviewed at an assessment session in the spring of every year. Progress on goals is also reviewed at each department meeting.

l. Annual reports are submitted by September 30, along with grant reports that are submitted when due according to grant specifications.

V. Budget Requests

Personnel		
Wages	Assessment Data Coordinator	$300.00
	Social Security and Medicare	$22.95
Expenses (Travel, Meals, Lodging)		
Professional Services/Professional Development		
Fees	TracDat Training	$4,000.00
Expenses (Mileage, Meals, Lodging, Room Rental)	Oct. 28-29, 2008 DE Conference in Ames	$1350.00
	Teacher Disposition Symposium and Pre-Conference for 2 participants	$1725
	Department Training Meetings (2)	$200
Software		
Hardware	5 FLIPCAMS AND CASES	$550.00
Supplies and Materials	PPST study materials for students (20x	$1,500

	$25 for each student book each semester for a total of 3 semesters)	
Phone/Mail		
Other – specify:	Teacher costs for PPST support course ($1000 for 3 semesters)	$3,000
Other – specify:	10 ACCESS CARDS FOR FACULTY IWEBFOLIO ACCESS IN OTHER DEPTS.	$150.00
Total		$12,797.95

VI. **Budget Narrative:** Note that the objective of the grant is to bring all programs up to standard over the life of the grant. Funding this year will be made up to $20,000. To receive the maximum award, your proposal should demonstrate either great need or great complexity/size of program as well as prudent use of any previous awards and a clear plan for sustainability.

Personnel
The grant requests 25 hours of Practicum Coordinator time for assistance with data gathering, coordination, and analysis. 25 hours at $12 per hour equals $300, plus 22.95 for Social Security and Medicare benefits. This results in a **total personnel request of $322.95.**

Professional Services/Professional Development
Four thousand dollars is requested for TracDat and iWebfolio training for the new Department Chair. Other Department members may also use this opportunity to refresh their skills.

Two hundred dollars is requested for food at the two department retreats when the assessment plan and system are analyzed. These retreats are for analysis and further goal setting, as well as a time set aside to communicate on assessment.

$1725 is requested for professional development to attend the Pre-Conference Training on Dispositions and Seventh Annual Symposium on Teacher Dispositions in Erlanger, Kentucky in October of 2008. $650 is set aside for air fare and transportation, $150 for meals, $450 for lodging, $275 for the symposium registration fee, and $200 for the pre-conference registration for each of two participants. Those fees are doubled for the total cost.

$1,350 is requested for the Student Diversity Conference in Ames. $350 is requested for mileage, $800 for lodging (4 participants @ 2 nights each @ $100 per night), and $200 for meals.

The total requested for **Professional Services/Professional Development is $7, 275.**

Supplies and Materials
One thousand five hundred dollars is requested for student materials for the Praxis I workshops. Total for **Supplies and Materials is $1, 500.**

Hardware
Five hundred dollars is requested for 5 portable cams at $100 each, with $10 budgeted for 5 protective cases. The total for **Hardware is $550.00.**
Other
Faculty costs for PPST support at $1000 for facilitation of the course for 3 semesters results in $3,000.. Ten iWebfolio faculty accounts for other secondary departments with faculty teaching methods courses at $15 per card resulting in a total of $150.
Other total cost of $3,150.

Total Requested $12,797.95

Final Grant Report
Performance Assessment System Funds
Program and Budget Report
Morningside College
December 13, 2006

Program Report:

Morningside College is in the process of using the TracDat data management system to align our assessment processes. The action plan for the grant has been revised to meet new grant deadlines. This grant allows for Morningside to gather data, to align information from our electronic portfolio assessment, to post observations and formulate action planning, and to report progress toward standards.

1. Our goals and the progress made through the grant are outlined below:
   a. Plan for an electronic data system which collects and organizes information at a student, departmental, and system level.

      - Review of the departmental assessment plan is always an ongoing process. The department collects a great deal of data, but organization and storage of the data indicated a need to develop a better system.

- Analysis of data from Checkpoint #1 (the first Teacher Preparation Program major assessment) allowed the Education Department to analyze why students were often not progressing immediately into methods classes.
- Collection of data from Checkpoint #2 was not as organized as that from Checkpoint #2, due to differing requirements for elementary and secondary candidates and separate instructors.
- Technical assistance from the Instructional Technology staff allowed for the purchase and installation of servers in preparation for the grant.

b. An electronic data system is in place that can store and process candidate performance data over time.
- The iWebfolio program had begun as a pilot during the 2005-2006 academic year. Students in the pilot program were given cards that allowed them access for one full year. The Assessment budget assisted with this pilot project.
- The TracDat software system was purchased and installed after the grant was received.
- The Director of Assessment and Director of Information Services teamed to test and configure the new TracDat/iWebfolio system.

c. All education faculty are competent in the use of the software and its reporting functions.
- David Choban from TracDat visited the Morningside College on July 25 and 26 and provided on site training for members of the Morningside Education Department and Dr. Daniel Petra, Dean of Assessment at Morningside College.
- The Department Chair has met with Dr. Dan Petra to work with data input and use of the system.
- Roles were assigned, and users were given access to the system.
- At this point, more time is needed for everyone to feel competent with use of the system.
- The system is assisting with curriculum alignment of the courses for the Education majors.
- Data is being kept on student performance in Checkpoint #1 and Checkpoint #2.
- Education faculty members are using the iWebfolio for their own professional electronic portfolio.
- Rubrics on student performance for artifacts in Checkpoint #1 and Checkpoint #2 enable TracDat to seamlessly download information on group performance according to each of the INTASC standards.

d. Maintenance and enhancement needs have been identified.
- The use of the iWebfolio, complete with its system of rubrics for assessment of student progress and strength, was used for the first time in the fall of 2005. Nuventive Systems (the company that markets TracDat and iWebfolio) has provided technical assistance to professors and to students through email and phone calls.
- An arrangement has been made for students to purchase cards to continue their iWebfolios or to begin new accounts.
- A new departmental computer and scanner were also obtained to give students more access to this equipment.

e. The assessment system positively impacts Morningside and other institutions.
- The content of EDUC 101: Foundations of Education has been modified to introduce the students to the concepts of the Praxis I exam and the requirements for Checkpoint #1. Students receive a card for the PLATO system for test preparation practice as part of their textbook requirements for the class. Procedures have been put in place to make better use of the PLATO system

already purchased by the Department. The Student Support Services has purchased an additional PLATO license.

- The alignment of Checkpoint #2 among secondary and elementary curriculum areas has opened up dialogue and resulted in the collection of useful data.
- The Education Department now has a focused method for curriculum assessment and alignment. This process is ongoing.

2. The award has assisted the Morningside Education Department and the college in general in the development and ongoing refinement of our assessment system.

   - The Dean of Assessment is piloting the iWebfolio system with a group of students outside of Education. Information from these students will also be maintained in TracDat.
   - TracDat is being used in the writing of the Morningside Technology across the Curriculum plan.
   - The Dean of Assessment and Education Chair continue to meet and to work on the utilization of TracDat.
   - Plans are being made to work with other institutions that are currently using the same system. Western Michigan University's Education Department is one such system.

3. To date, the Education Department has learned that our work with an assessment system will never be finished. Although the system is functional and flexible, there are occasional glitches. The change in the procurement of Dell student laptop computers rather than the traditional Gateway computers has resulted in some need for technical support at the Morningside level. This means that the computer Helpdesk needs to be included in training for the use of the portfolio system so that it will seamlessly interface with the TracDat system. Students are requesting access to help with scanning and posting during all hours of the day and night.

Budget Report:

The budget for the grant is simple and straightforward:

TracDat pilot license		$3,000
TracDat Implementation Consulting Hours		
16 hours @ $187.50	----	$3,000
TracDat Installation fee		$ 750
Annual Maintenance, Support, and Upgrades		$ 600
	Total	**$7,350**
	Grant Total	**$7,300**

Expenses for travel associated with on site training for TracDat software on July 25-27 amounted to an additional $707.72. This amount, as well as the additional $50 not covered by the grant, has been covered by the Education Department budget of Morningside College.

This is the status of the Morningside College grant as of December 13, 2006.

Sincerely,

Joan Nielsen
Interim Department Chair
Morningside College
712-274-5377

Teacher Quality Enhancement
Funding Status Report
Note: There are three parts to this report. The form is available
electronically on the Iowa Department of Education web site under
Educator Quality and Teacher Quality Enhancement Grant.

Check one:

Midterm or Interim Report___x__
Final Report_____

Date__April 1, 2008

Name of Higher Education Institution: Morningside College
IHE Grant contact person and e-mail:
Joan C. Nielsen   nielsen@morningside.edu

Business Office contact and
e-mail: Paul Treft treft@morningside.edu

Narrative – Please describe the status of the work done under the current
grant or funding as set forth in the approved proposal or agreement. Include
a narrative AND a budget of expenditures to date.
Submit to Linda.choate@iowa.gov at the Iowa Department of Education
according to date listed on contract.

A. Narrative: work accomplished/strategies according to the
approved application implemented since last report. Extend this page
for more space.

As a result of the Performance Assessment Grant, Morningside College is in the midst of modification
and redesign of performance tasks, delving into procedures for assuring reliability and validity of
assessments, and the purchase and utilization of database software and hardware to facilitate data
management and report of the Teacher Preparation Program.

Review of the assessment procedures has been underway since the beginning of the grant. Department members have viewed the assessment plan, taken part in a retreat, and discussed departmental assessments at every department meeting.

Goal #1 of the Performance Assessment Grant is to review and revise assessment procedures for greater efficiencies.
One of the first revisions already identified in the Morningside curriculum is the placement of Classroom Management at the freshman level and data that indicates that students are not retaining and applying the information. Data from students, cooperating teachers, and graduates indicated that a change needed to take place. With the analysis of further information from research, the department is preparing to change the course and move it to a 400 level course taken just prior to student teaching. The action plan for that plan has been developed, and the change cleared the Curriculum Policies Committee, and then the faculty vote. The revised Classroom Management course is also going to be the course that provides the written proficiency for graduation.

Department members are also reviewing the checkpoints for majors, discussing the interview process at checkpoints one and two. Data indicates that there are differences between requirements for secondary and elementary majors. Unit requirements, the use of video clips, and requirements for other methods courses have all been discussed. The interviews and portfolios required at checkpoints 1 and 2 require a significantly greater time commitment for professors teaching those courses. Course caps for these courses are also being discussed.

Department members are looking for overlaps and gaps as they gather information for the new graduation requirements of Technology Across the Curriculum and Information Literacy Across the Curriculum, in addition to the Writing Across the Curriculum proficiency already established in Checkpoint #2.

The work continues!

Goal #2 is to participate in professional development and collaboration.

Five representatives from Morningside College participated in the January 10 and 11 Experts Learning and Sharing Conference in Des Moines. Two department members attended the National Board of Professional Teaching Standards conference in Washington, D.C. in March. The Associate Dean of Education from Western Michigan University came to the Morningside campus on February 9, 10, and 11 for collaboration about the TracDat and iWebfolio systems.

Plans are being made for more collaboration with the National Board of Professional Teaching Standards. An action plan was formulated at the Experts Learning and Sharing Conference in January. Information from the University of Iowa about assessing dispositions has been incorporated into a new Checkpoint #1 writing prompt which has been successfully piloted. Dr. Katharine Cummings shared her work with TracDat and iWebfolio, and a working relationship has been established. It is hoped that department members will be able to travel to the TracDat conference (first of its kind) in Pittsburgh this summer.

Collaboration with Western Iowa Tech and other community colleges is the focus for the coming months.

Goal #3 is to increase awareness and expertise with current on campus assessment.

Department members are working to increase their expertise with iWebfolio and in the use of the digital recorders and scanners. Scanners are purchased and installed. Students are checking out cameras and using them, and demand can't keep up with usage. Department members are practicing the uploading of video clips and helping students to accomplish the task.

The computer for the Education Resource Lab is in place, and some test preparation software has been purchased.

Student achievement is also being analyzed, with particular attention to students who are English as a Second Language speakers.

An area yet to be explored is the communication with our local community college and sharing of assessment information. We are currently working to analyze a way to identify those students as they enter and place them in workable categories.

Goal #4 is to respond to information from previous assessments.

The information from previous assessments in regard to the placement of Classroom Management in the curriculum was previously discussed in Goal #1.

Preparation for Praxis I and Praxis II is being reviewed, with attention to whether or not second language speakers are given equal opportunities.

The assessment template is not completed, as we had hoped it would be. More time is needed, and the template should be complete by the end of the academic year.

Information about iWebfolio usage has resulted in the purchase of the cameras and scanners. Students are giving us positive reviews, and department members are assisting with learning how to upload video clips.

B) Budget
Please identify expenditures of awarded funds at the time of this
report:
Grantee name
(IHE)____Morningside College_____

Personnel	Information	Expenditure
Wages	**Katharine Cummings**	**$500.00**
Expenses (Travel, Meals, Lodging)	**Hotel + Airfare for Katharine Cummings**	**$821.04**
Professional Services/Professional Development		
Fees		
Expenses (Mileage, Meals, Lodging, Room Rental)	**$547.98 in airfare to Washington, DC for NBPTS, plus hotel and meals,** **Fees for 5 participants to Experts Learning and Sharing Conference iu Des Moines**	**$4539.07**
Software	**Iwebfolio—professor accounts $150.00** **Test Preparation software $119.94**	**$269.94**
Hardware	**$787.18 for computer** **$429.94 for video cameras and cases**	**$1217.12**
Supplies and Materials		**$77.94**
Phone/Mail		
Other-specify:		
Other-specify:		
Total		**$7425.11**

C) Each grant recipient must send an invoice with this report so the payment can be processed. If you have questions about the payment process contact Linda Choate at 515-242-5821 or Linda.choate@iowa.gov